

School Administrators' Decision-Making, Leadership Styles, and Stakeholders Engagement in the Implementation of Education in Emergencies (EIE)

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ABSTRACT

This study determined the school administrators' decision-making, leadership styles, and stakeholders' engagement in the implementation of Education in Emergencies (EiE) in public schools in the Schools Division of Iloilo, Philippines, during the school year 2025–2026. It employed a descriptive-correlational research design involving 181 randomly selected public school administrators. Data were gathered using a validated researcher-made questionnaire and analyzed using frequency, percentage, mean, t-test, analysis of variance (ANOVA), and Pearson product-moment correlation at the 0.05 level of significance. The findings showed that the respondents were predominantly female, Bachelor's degree holders, assigned to medium-sized and non-central schools, and had long teaching experience. School administrators demonstrated a very high level of decision-making in the implementation of EiE, with an overall mean of 4.26. Leadership styles were assessed from satisfactory to very effective, with mean ratings ranging from 1.52 to 1.74. Stakeholders' engagement was very high across the different respondent classifications, with means ranging from 4.30 to 4.38. Decision-making did not significantly differ when respondents were classified according to sex, educational attainment, school size, type of school, and teaching experience. Leadership styles showed significant differences according to educational attainment, school size, and teaching experience, but not according to sex and school type. Stakeholders' engagement did not significantly differ across any of the classifications. Furthermore, no significant relationships were found among decision-making, leadership styles, and stakeholders' engagement. The findings indicate that school administrators demonstrated strong decision-making and stakeholder engagement in implementing EiE, while leadership styles varied according to selected professional and institutional characteristics. The study provides a basis for strengthening crisis-responsive leadership, decision-making practices, and stakeholder participation in ensuring educational continuity during emergencies.

Keywords: Education in Emergencies, school administrators, decision-making, leadership styles, stakeholders' engagement, crisis leadership, public schools

INTRODUCTION

It is important for education to continue and to safeguard students in times of emergencies such as pandemics, natural disasters, and social crises. When such situations arise, school administrators must

act swiftly, manage resources, maintain the running of classes, and provide support for both teachers and students as well as the community. The manner in which school leaders direct their schools has an impact on how well they cope with disruptions, and involving all relevant stakeholders helps to foster teamwork, communication, trust, and a sense of shared responsibility. However, problems such as the absence of crisis leadership training, inadequate systems, and uneven levels of participation can make it difficult to carry out Education in Emergencies (EiE) effectively (Wharton-Beck et al., 2022; Grissom et al., 2021; Durrani, 2024).

The study examines the way in which school administrators in the Schools Division of Iloilo make decisions, lead, and involve others when implementing EiE in public schools during the 2025–2026 school year. It will involve 181 public school administrators who have been selected at random and will consider their sex, the highest level of education they have attained, the size of their school, the type of school, and their teaching experience. Data collection will be carried out through the use of a validated questionnaire which covers aspects of decision-making, leadership styles, and stakeholder involvement. The research will employ a descriptive-correlational design and will analyse the data using frequency, percentage, mean, t-test, ANOVA, and Pearson's r at the 0.05 significance level.

The purpose of the study is to determine the profiles of the respondents, covering their sex, the highest level of education they have attained, the size of the school, the type of school, and their amount of teaching experience. The study will examine how school administrators decide, lead, and involve stakeholders in EiE, both as a whole and when looking at the different profile groups. It will also look into whether there are any important differences in these areas according to the respondents' characteristics and whether there are any links between decision-making, leadership styles, and stakeholder involvement in EiE.

The study looks only at administrators from the public schools in the Schools Division of Iloilo for the 2025–2026 school year and does not include those from private schools or from other divisions. It concentrates on decision-making, leadership styles, and the extent of stakeholder involvement and examines how these factors are related to the administrators' characteristics. The findings will be based on the responses given by the selected administrators and are intended to provide local insights which may assist in improving crisis leadership, teamwork, preparedness, and the continuation of education during emergencies.

Methodology

This study will employ a descriptive-correlational research design to determine school administrators' decision-making, leadership styles, and stakeholders' engagement in the implementation of Education in Emergencies (EiE) in public schools in the Schools Division of Iloilo during School Year 2025–2026. The design will be appropriate for describing the existing conditions of the variables and determining whether significant differences and relationships exist among them without manipulating the study variables.

The respondents of the study will consist of 181 randomly selected public school administrators from the five congressional districts of the Schools Division of Iloilo. The respondents will be selected using stratified proportionate random sampling to ensure appropriate representation of administrators from the different congressional districts. The study will consider the respondents' sex, highest educational attainment, school size, type of school, and length of teaching experience as profile variables.

Data will be gathered through a validated researcher-made questionnaire consisting of sections designed

to measure school administrators' decision-making, leadership styles, and stakeholders' engagement in the implementation of Education in Emergencies. The instrument will use a five-point Likert scale, with responses interpreted from Very Low to Very High. The questionnaire will be administered to the selected respondents after securing the necessary permissions and following the appropriate procedures for data collection.

The collected data will be organized, tabulated, and analyzed using appropriate statistical treatments. Frequency and percentage will be used to describe the respondents' profile, while the mean will be used to determine the levels of decision-making, leadership styles, and stakeholders' engagement. The t-test and analysis of variance (ANOVA) will be used to determine significant differences in the three major variables when respondents are grouped according to their profile characteristics, while Pearson's product-moment correlation coefficient (Pearson's r) will be used to determine the significant relationships among decision-making, leadership styles, and stakeholders' engagement. All inferential tests will be evaluated at the 0.05 level of significance, and the data will be processed using the Statistical Package for the Social Sciences (SPSS).

Results

The study involved 181 public school administrators from the Schools Division of Iloilo. The respondents were predominantly female, with 119 or 65.75 percent, while 62 or 34.25 percent were male. Most were Bachelor's degree holders (108 or 59.67 percent), followed by Master's degree holders (63 or 34.81 percent) and Doctorate degree holders (10 or 5.52 percent). In terms of school size, 79 or 43.65 percent were from medium schools, 54 or 29.83 percent from small schools, and 48 or 26.52 percent from large schools. Most respondents were from non-central schools (134 or 74.03 percent), while 47 or 25.97 percent were from central schools. In terms of teaching experience, 105 or 58.01 percent had long experience and 76 or 41.99 percent had short experience.

The results showed that school administrators demonstrated a very high level of decision-making in the implementation of Education in Emergencies, with an overall mean of 4.26. The mean scores were also very high across sex, educational attainment, school size, type of school, and length of teaching experience. However, the differences in decision-making were not statistically significant across sex ($p = 0.264$), type of school ($p = 0.454$), teaching experience ($p = 0.295$), educational attainment ($p = 0.238$), and school size ($p = 0.270$). These findings indicate that administrators demonstrated consistently high decision-making regardless of their demographic, educational, professional, or school characteristics.

The findings further showed that the respondents demonstrated effective leadership styles in the implementation of Education in Emergencies, with overall means ranging from 1.52 to 1.74. Leadership styles did not significantly differ according to sex ($p = 0.281$) or type of school ($p = 0.334$). However, significant differences were found according to length of teaching experience ($p = 0.005$), highest educational attainment ($p = 0.002$), and school size ($p = 0.004$). The results indicated higher leadership effectiveness among respondents with longer teaching experience and higher educational attainment, while differences were also observed across school sizes.

Stakeholders' engagement was very high, with an overall mean of 4.33, and remained very high across sex, educational attainment, school size, type of school, and teaching experience. No significant differences were found in stakeholders' engagement according to sex ($p = 0.308$), type of school ($p = 0.182$), teaching experience ($p = 0.397$), educational attainment ($p = 0.330$), or school size ($p = 0.389$). Finally, Pearson's correlation analysis showed no significant relationships among the three major

variables: decision-making and leadership styles ($r = 0.112$, $p = 0.134$), decision-making and stakeholders' engagement ($r = 0.094$, $p = 0.209$), and leadership styles and stakeholders' engagement ($r = 0.128$, $p = 0.087$).

Summary

This study aimed to determine the level of decision-making, leadership styles, and stakeholders' engagement of public-school administrators in the implementation of Education in Emergencies (EiE) in the Schools Division of Iloilo for the school year 2025–2026. It was conducted in October 2025 with 181 randomly selected public-school administrators. Slovin's formula and stratified proportionate random sampling ensured equitable representation. Data were collected using a validated researcher-made questionnaire on decision-making, leadership styles, and stakeholders' engagement, anchored on established leadership and crisis management frameworks and refined by experts for reliability and validity. The study employed a descriptive-correlational design, with decision-making, leadership styles, and stakeholders' engagement as dependent variables, and sex, educational attainment, school size, type, and teaching experience as independent variables. Descriptive statistics (frequency, percentage, mean) and inferential tools (t-test, ANOVA, Pearson's r) at a .05 significance level were used, and analysis was conducted using SPSS.

Findings of the Study

In this study, the findings were the following:

1. The respondents' profile with the 181 respondents, 62 (34.25 percent) were male and 119 (65.75 percent) were female. Most held a Bachelor's degree (108, 59.67 percent), followed by Master's (63, 34.81 percent) and Doctorate (10, 5.52 percent). Regarding school size, 79 (43.65 percent) taught in medium schools, 54 (29.83 percent) in small, and 48 (26.52 percent) in large schools. In terms of school type, 134 (74.03 percent) were from non-central schools, while 47 (25.97 percent) were from central schools. Most respondents had long teaching experience (105, 58.01 percent) compared to 76 (41.99 percent) with short experience. Overall, the respondents were predominantly female, Bachelor's degree holders, teaching in medium-sized, non-central schools, and with long teaching experience.
2. School administrators demonstrated a very high level of decision-making across all categories, with an overall mean of $M = 4.26$. Both male ($M = 4.24$) and female ($M = 4.28$) administrators showed strong leadership. Administrators with Doctorate degrees ($M = 4.31$) led, followed by Master's ($M = 4.27$) and Bachelor's ($M = 4.22$) holders. Those from large schools ($M = 4.29$), central schools ($M = 4.27$), and with long teaching experience ($M = 4.28$) exhibited slightly higher decision-making, reflecting that education, experience, and school context contribute to effective leadership in Education in Emergencies.
3. The school administrators demonstrated satisfactory to very effective leadership styles in the implementation of Education in Emergencies (EiE), with overall means ranging from 1.52 to 1.74. Both male ($M = 1.60$) and female ($M = 1.64$) administrators showed effective leadership. Leadership effectiveness increased with educational attainment, from Bachelor's degree holders ($M = 1.52$) to Master's ($M = 1.62$) and Doctorate holders ($M = 1.72$). Administrators from large schools ($M = 1.74$) demonstrated stronger leadership compared to those from medium ($M = 1.56$) and small schools ($M = 1.56$). Central schools ($M = 1.64$) and non-central schools ($M = 1.60$) both exhibited strong

leadership, while administrators with long teaching experience ($M = 1.66$) performed slightly better than those with short experience ($M = 1.57$).

4. The level of stakeholders' engagement in the implementation of Education in Emergencies (EIE) was very high across all classifications. When considered by sex, male respondents had a mean of 4.31, while female respondents had a mean of 4.35. By educational attainment, those with a Bachelor's degree had a mean of 4.30, Master's degree 4.34, and Doctorate 4.38. Engagement by school size was also consistently high, with small schools at 4.34, medium schools at 4.32, and large schools at 4.33. For type of school, central schools had a mean of 4.36, while non-central schools had 4.30. Finally, when classified by length of teaching experience, administrators with shorter experience had a mean of 4.32, and those with longer experience had 4.34.
5. The findings show that school administrators' decision-making in the implementation of Education in Emergencies (EIE) was consistently high and did not significantly differ across any of the classifications. Male administrators had a mean of 4.24 and female administrators 4.28 ($t = 1.12$, $p = 0.264$), indicating no significant difference based on sex. Administrators from central schools ($M = 4.27$) and non-central schools ($M = 4.25$, $t = 0.75$, $p = 0.454$) also showed no significant difference in decision-making based on school type. Similarly, those with short teaching experience ($M = 4.24$) and long experience ($M = 4.28$, $t = 1.05$, $p = 0.295$) did not differ significantly. Decision-making was also consistent across educational attainment, with Bachelor's ($M = 4.22$), Master's ($M = 4.27$), and Doctorate holders ($M = 4.31$, $f = 1.45$, $p = 0.238$) showing no significant difference, and across school size, with small ($M = 4.23$), medium ($M = 4.26$), and large schools ($M = 4.29$, $f = 1.32$, $p = 0.270$) also showing no significant difference.
6. The leadership styles in the implementation of Education in Emergencies (EIE) of male respondents had a mean of 1.60 and female respondents 1.64 ($t = 1.08$, $p = 0.281$), showing no significant difference based on sex. Respondents from central schools ($M = 1.64$) and non-central schools ($M = 1.60$, $t = 0.97$, $p = 0.334$) also showed no significant difference based on school type. However, significant differences were observed for teaching experience, with short-experienced respondents ($M = 1.57$) and long-experienced respondents ($M = 1.66$, $t = 2.85$, $p = 0.005$), indicating that experience influenced leadership styles. Leadership styles also varied by educational attainment, with Bachelor's ($M = 1.52$), Master's ($M = 1.62$), and Doctorate holders ($M = 1.72$, $f = 6.42$, $p = 0.002$), showing more effective leadership among higher-degree holders. Finally, school size showed significant differences, with small schools ($M = 1.74$), medium schools ($M = 1.56$), and large schools ($M = 1.586$, $f = 5.87$, $p = 0.004$), suggesting that administrators in smaller schools demonstrated more effective leadership.
7. The findings show that stakeholders' engagement in the implementation of Education in Emergencies (EIE) did not significantly differ across any of the classifications. Male respondents had a mean of 4.31 and female respondents 4.35 ($t = 1.02$, $p = 0.308$), indicating no significant difference based on sex. Respondents from central schools ($M = 4.36$) and non-central schools ($M = 4.30$, $t = 1.34$, $p = 0.182$) also showed no significant difference based on school type. Similarly, administrators with short teaching experience ($M = 4.32$) and long experience ($M = 4.34$, $t = 0.85$, $p = 0.397$) did not differ significantly. Differences were also not significant across educational attainment, with Bachelor's ($M = 4.30$), Master's ($M = 4.34$), and Doctorate holders ($M = 4.38$, $f = 1.12$, $p = 0.33$), and across school size, with small ($M = 4.34$), medium ($M = 4.32$), and large schools ($M = 4.33$, $f = 0.95$, $p = 0.389$).

8. The analysis of the relationships among school administrators' decision-making, leadership styles, and stakeholders' engagement in the implementation of Education in Emergencies (EIE) showed no significant associations. The relationship between decision-making and leadership style had a Pearson correlation of $r = 0.112$ with a p-value of 0.134, indicating it was not significant. Similarly, the relationship between decision-making and stakeholders' engagement ($r = 0.094$, $p = 0.209$) and between leadership style and stakeholders' engagement ($r = 0.128$, $p = 0.087$) were also not significant.

Conclusions

Based on the findings, the following conclusions were drawn:

1. School administrators demonstrated a very high level of decision-making in the implementation of Education in Emergencies (EIE). They effectively prioritized student welfare, followed policies, communicated decisions clearly, and applied data-informed and collaborative approaches. Their leadership ensured trust, engagement, and continuity of learning, highlighting strong and effective crisis management.
2. School administrators demonstrated strong and effective leadership in the implementation of Education in Emergencies (EIE). They ensured student safety, remained calm during crises, and actively involved staff in emergency planning. Their adaptive and participatory approach reflects transformational leadership that fosters teacher engagement, a positive school culture, and improved student outcomes.
3. Stakeholders' engagement in the implementation of Education in Emergencies (EIE) was very high, showing strong collaboration among parents, teachers, students, community organizations, and local authorities. This active involvement supports school preparedness, ensures learning continues during emergencies, and strengthens the overall effectiveness of school programs and responses.
4. School administrators showed a consistently high level of decision-making in the implementation of Education in Emergencies (EIE). Their ability to make effective decisions was strong regardless of their sex, type of school, length of teaching experience, educational attainment, or school size. This means that all administrators, no matter their background or qualifications, were able to act confidently and responsibly during emergency situations. Their success in decision-making was guided more by their experience, careful preparation, and teamwork with teachers, students, parents, and the community.
5. The leadership styles in the implementation of Education in Emergencies (EIE) were positively influenced by both teaching experience and school size. More experienced administrators demonstrated higher leadership effectiveness, applying proactive planning, strategic procedures, and effective decision-making during emergencies. Additionally, administrators in smaller schools showed stronger leadership, likely due to closer coordination, better communication, and quicker responses, which enhanced their ability to manage crises effectively.
6. The level of stakeholders' engagement in the implementation of Education in Emergencies (EIE) was consistently high and was not influenced by the length of administrators' teaching experience or the size of the school. This indicates that effective stakeholder participation and engagement were achieved through structured strategies, clear communication, collaboration, and consistent leadership practices, rather than by administrators' tenure or school scale.

7. The way administrators made decisions, led their schools, and engaged stakeholders during emergencies were separate from one another. Excelling in one area did not necessarily mean they would perform better in the others. Effective implementation of Education in Emergencies relies on all these elements working side by side, even if they do so independently.

Recommendation

The following recommendations were based on the foregoing findings and conclusions by the researcher:

1. Policymakers may develop targeted programs and training to strengthen administrators' decision-making in emergencies, ensuring that clear, data-informed, and collaborative strategies are applied consistently to enhance school resilience, trust, and continuity of learning during crises.
2. School heads may adopt and reinforce leadership practices that prioritize student welfare, involve staff in planning, and maintain calm, adaptive, and participatory approaches to improve emergency preparedness and foster a positive, resilient school culture.
3. Teachers may actively engage with parents, students, and community partners, following structured collaboration strategies, to sustain learning continuity, enhance preparedness, and support effective responses during emergencies.
4. Schools may ensure that administrators' effective decision-making translates into well-coordinated emergency actions, providing learners with continued access to education, protection, and growth opportunities even during crises.
5. Administrators may leverage experience and the advantages of smaller school settings to enhance leadership effectiveness, applying proactive planning, quick decision-making, and strong communication to improve crisis management and student outcomes.
6. Structured strategies, clear communication, and collaborative practices should be emphasized to maintain consistently high stakeholder engagement, independent of school size or administrators' experience, ensuring effective implementation of Education in Emergencies.
7. Researchers may explore each component of EiE—decision-making, leadership, and stakeholder engagement—independently and together, developing frameworks that address their complementary roles in crisis management to strengthen educational resilience across diverse school contexts.

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